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A Progress Report of the I.A.T.E. Committee on a Study of the Teaching of American Literature

October 30, 1948

By LIESETTE J. McHARRY, Chairman
University of Illinois

THE purpose of this report is to inform the Illinois Association of Teachers of English about the progress made by the Committee named to study the teaching of American literature in Illinois high schools. You will recall that at the meeting held in Urbana in November, 1947, the findings of the first questionnaire, answered by 500 high schools, revealed a general trend in the direction of a required course in American literature, taught at the 11th grade level from the chronological approach and with "Understanding and enjoyment of good writing produced by American writers," as the chief aim. Your Committee commented, at the same time, that this summary "does not suggest any weighty contribution made by the teaching of American literature to the growth of high school youth in American ideals, but the excellent beginnings in this growth as recorded in the questionnaire are most encouraging." The very recent report made by Professor Robert C. Pooley on the teaching of English in Wisconsin includes a statement quite definitely in agreement with the findings of the Illinois Committee:

"The eleventh grade course is the American literature course. Six (of the 12 courses studied) courses provide for the chronological study of American literature, though in

all of them strict chronology is subordinated at some points to type of lesson and theme. . . . All reveal that the course in American literature is regarded by teachers as a good place to develop ideals of American citizenship."¹

Your Committee has taken one step in advance in an attempt to give somewhat specific meaning to these "encouraging beginnings" noted last November. It mailed blanks to the English teachers of the state requesting them to record what they considered five important American ideals, concepts, or beliefs, and to return the blanks to the office of the *Bulletin* at the University of Illinois. There were 136 blanks returned. These carried a total of 656 statements, or 24 less than the possible total of 680. A few blanks did not carry the requested number of five statements.

In order to organize the data obtained, the committee recorded each ideal, concept, or belief on a separate card in just the form in which it was submitted. This was merely a clerical procedure. Then came the problem of interpreting the statements and of arranging them into categories. Unfortunately, it was necessary to discard 120 statements from the study since they expressed aims or methods of teaching which apparently had no bearing upon American ideals. The remaining 536 statements seemed to fall into 20 somewhat overlapping and not too clearly defined categories. At the top of the list are 72 statements of personal ideals—ethical and moral virtues—with honesty ranking high. In the next category are 57 very general statements of the fact that life in a democracy is good, but few attempts are made to define "good." There are 53 statements that reflect an idealistic and proud concept of the development of American democracy through the periods of history. Respect for the individual—for his worth and dignity—is recorded in 52 statements. Tolerance as an American ideal, belief, or concept is recorded in 46 statements. These might have been filed in the personal category, but tolerance does seem to carry marked group significance. Pride in the American heritage is referred to 42 times. It might be interesting to relate this part of the report to textual nomenclature. Freedom, either as the "Four Freedoms" or as special freedoms is found in 38 statements; while the accompanying ideal of responsibility follows closely in 34 statements. World consciousness, or the belief in the brotherhood of man, is a category of 31 statements. Social values of democracy are mentioned 23 times, while unity in diversity, or the concept of America as a melting pot, has 17 proponents. The method of intelligence

1. Pooley, Robert C. *The Teaching of English in Wisconsin*, 1948, p. 127.

in conducting human affairs makes up a category of 15 items, and an idealistic approach to regional contributions appears in 13 statements. Independence of spirit is supported in 13 statements; associated effort, in 8; cautions to avoid the overthrow of democracy, in 8; common welfare, in 6; respect for legitimately constituted authority, in 4; respect for family life and home, in 3; and importance of social problems, in 2 statements.

Webster defines an ideal as a standard of perfection, beauty, or excellence, as a pattern. A survey of this limited study suggests that American literature teachers in Illinois are placing first emphasis upon personal ideals, as they and their students draft a pattern of democratic "excellence." They seem, too, to be holding on to culture as defined by the heritage of the past as an important part of the democratic pattern. Social values, social problems, associated effort, common welfare, and respect for family and home, as well as the method of using intelligence in conducting human affairs, are regarded by these teachers of American literature as comparatively small sections of the mosaic of democracy. World consciousness, however, receives commendable attention. At this point it is pertinent to note that one report came to the Committee from a junior college teacher who asked his class of veterans recently returned from foreign service to define the American spirit. They listed the following attributes: bigness, ambition as a daring and imaginative conception, woman centered economy, less rigid class distinction, self respect on the part of the individual, dollar consciousness, and desire for change. Is this interpretation of the American spirit acceptable to teachers of American literature and to our American citizenry? Can we reconcile the pattern of democratic "excellence," devised from the ideals submitted by the teachers, with this pattern of the American spirit conceived by a group of service men who have had an opportunity to contrast people of America with peoples of many other lands? Teachers of American literature may have played, or failed to play, a more important role than they realize in drafting the pattern of the American spirit.

At this point in our report, we might profitably refer to two documents from the National Council of Teachers of English." The first of these is the *Basic Aims for English Instruction in American Schools*. We are interested particularly in the seventh aim:

"Among the nations represented in the program in literature, America should receive major emphasis.

"Young people must seek to understand their own country first. Through the program in literature they may grasp something of the ideals which prompted the founding of this nation, the spirit of its leaders, and the meaning of the heritage which is theirs. They may see the same principles perpetuated in the story of pioneer and immigrant, of laborer and financier. Moreover, they may trace through the deeply personal records of individual men and women in fiction, poetry, and biography the more humble manifestations of those ideals in the intimate concerns of daily living. They may discover through the pages of literature what modifications in fundamental beliefs and in the ways of life attendant upon them have taken place in different sections of the country and in various levels of its social strata. By so doing, they may come to a clearer understanding of the forces at work which have brought about these changes through the years."²

This statement emphasizes the importance of American ideals in the education of American youth, but does not make any attempt to define those ideals. However, we may turn to a second document from the National Council of Teachers of English for a beginning in the direction of definition. From the *Initial Statement of Platform for the Curriculum Commission* of the National Council of teachers of English we quote:

"By what means, for example, can the stage be set for the re-discovery by each successive generation of the basic tenets of democracy by means of which the youth of America may be welded into one people? Where are these ideals best expressed in the literature of the nation? . . . Poetry, drama, oratory, fiction, biography, and essay, properly chosen in terms of the capacity of each individual to absorb, all combine to stir the emotions of youth. It is ours to select and bring them to bear upon the ideas and the loyalties to which the young people of today should be exposed. Some of these have come down from the past—appreciation of individual human worth, love of liberty, and recognition of the importance of the family as a basic social institution. Some of them like mutual understanding among social and ethnic groups, races, and religions can be sensed primarily through

2. National Council of Teachers of English, Basic Aims Committee. "Basic Aims for English Instruction." *English Journal*, Vol. XXXI, No. 1, January, 1942.

looking out upon the current scene to discover the mosaic that is America today.”³

The authors of *The Education of Free Men in American Democracy*, the well known 1941 publication of the Educational Policies Commission, develop the thesis that the teacher, as well as the government and the people of America, must share in the responsibilities and obligations attendant upon saving American democracy from the tide of despotism. These authors list four fundamental conceptions of democracy: (1) “. . . that democracy is a form of government through which the people rule and which guarantees to the individual certain political and civil rights and liberties.” (2) “A democratic order is an order marked by freedom of enterprise in which every man is encouraged to follow the calling of his choice and is protected in the possession and enjoyment of the fruits of his labor.” (3) “Democracy is a society of great mobility, a society in which all artificial barriers are absent—a society in which the stratification of the population into more or less rigid social classes is repudiated in principle and rendered impossible in fact.” (4) “The fourth conception . . . places stress on a great moral idea. It identifies democracy with a way of life in which the individual is made the center of things and is encouraged to develop freely according to his own nature.”⁴ These authors also state that Democracy is “a great social faith” the articles of which “are recorded in the carefully preserved sayings and writings of the great prophets and seers of mankind, even as they may be found in the fugitive utterances and letters of ordinary men and women, in the songs and lamentations of the oppressed.”⁵ They further state that “the survival of democracy in the world depends on the vigor and strength of democratic loyalties” and that “the development of these loyalties is a major, a crucial, responsibility of the public school.”⁶

These quotations from publications of the National Council of Teachers of English and from the *Education of Free Men in American Democracy* are brought to teachers of American literature to lend authoritative support to the study being made by the Illinois Association of Teachers of English. These documents

3. Smith, Dora V. and others. *An Initial Statement of Platform for the Curriculum Commission of the National Council of Teachers of English*. Mimeographed pamphlet, 1947, p. 4.

4. Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators. *The Education of Free Men in American Democracy*, 1941, pp. 31-32.

5. *Ibid.*, pp. 32-33.

6. *Ibid.*, p. 51.

imply that there is a place for the teaching of American literature in the schools of America if this teaching is directed toward the growth of youth in the concepts, ideals, and loyalties of the American faith. Other documents might be used to strengthen this implication, and undoubtedly they will be so used by many teachers of American literature. Suffice it to say at this time that there is marked agreement in the American ideals set forth by teachers, in the American spirit defined by service men, and in the concepts, faith, and loyalties of American democracy outlined by the national groups from whom we quoted. Progress from this point may be assured if a few interested teachers of American literature are willing to state the commonly accepted American ideals in terms of objectives sufficiently varied to be acceptable to them and to each and every one of their students; to select "sayings and writings of the great prophets and seers of mankind," "fugitive utterances and letters of ordinary men and women," and "songs and lamentations of the oppressed" that are diversified in background and difficulty of understanding; and to arrive at functional activity approaches that youth in Illinois high schools may make toward this content and, eventually, toward the realization of American ideals as controls of conduct in a democracy. These procedures introduce us to the next step in the study of the teaching of American literature. It will be the experimental step in the study.

The Committee on the Teaching of American Literature stands ready to work with a few schools interested in this experiment. Evaluation procedures will be included but not in a way that might stifle originality. To this end members of the Committee have visited a few schools that are making progress in stimulating the growth of youth in the direction of American ideals. These visits have indicated that much can be accomplished in this regard by many schools if a few are willing to lead the way. In addition to cooperating with a few schools that express their willingness to experiment in the teaching of American literature with objectives centered upon the growth of students in American ideals, members of the Committee have initiated two other projects. They are soliciting the aid of the Illinois Library Association in the assembling of a bibliography of varied content suitable for students to use in approaching these objectives, and they are assembling units of instruction which teachers have planned and which they are willing to submit to the Committee as being effective in stimulating the growth of students in American ideals. The findings of these projects will be published in the *Bulletin* for the use of

teachers throughout the state. It is the desire of the Committee to emphasize not the knowing of ideals but rather the expression of them in the every-day activities of youth.

Perhaps one of the places for English teachers to turn for help in all of this work is the *English Journal*. Consequently, the Committee is attaching to this report a bibliography of articles bearing on the teaching of English from the point of view of this study and appearing in the *English Journal* over a period of five years, from 1943-1948 inclusive.

The success of these projects sponsored by the Illinois Association of Teachers of English depends upon the cooperation of teachers of English over the state. During the past two years this cooperation has been excellent. It may be extended through the year of 1948-1949 by the voluntary contributions of teachers who read this report. Your Committee is grateful for all the assistance teachers have given. It looks forward to the completion of its assignment.

An Annotated Bibliography of *English Journal* Articles Relating to American Ideals

June 1943 - June 1948

Compiled by JEAN RUTH JONES

Assistant in Education

University of Illinois

1. Altrocchi, Julia Cooley, "Uncle Sam's Folklore," pp. 529-536, December, 1945.

Includes discussion of American folklore as a reflection of the American spirit.

2. Benedict, Ruth, "Racism Is Vulnerable," pp. 299-303, June, 1946.

Brief description of history of racism during the past 100 years and suggestions for ways English teachers can inoculate children against racism.

3. Bergland, Vivian E., "A Study of Prejudice for High-School English Classes," pp. 444-447, October, 1945.

Suggestions for helping students explore, understand, eliminate, and avoid fallacious prejudices. Includes suggestions for examining words expressing American ideals such as "liberty," "justice," and "democracy."

4. Carlsen, G. R., "Creating a World Outlook through Literature," pp. 526-532, December, 1944.

Description of four units developed to help students relate issues fought for by America in World War II to everyday relationships and to the long stream of history. Students make connection between American ideals and world ideals.

5. *Carlsen, G. R., "Understanding the American Heritage, A Classroom Experience," pp. 116-125, March, 1947.

Description of three units centered around the understanding of the American heritage. Titles of units: 1. The Struggle for the Land; 2. Struggle to Achieve Freedom; 3. The Struggle to Achieve Culture.

6. Carman, H. J., "Training in English and the World of Tomorrow," pp. 417-422, October, 1945.

Tentative prophecy of some of the characteristics of the "world of tomorrow" and listing of six obligations teachers of English must face in preparing students to live in this world. List includes helping students develop appreciation of ethical values underlying democratic society and stressing importance of "color equality."

7. Certner, Simon, "Adapting the Curriculum to Nonacademics: Idealism, Democracy, and the Common Man," pp. 127-132, March, 1945.

Includes brief mention of non-academic students' pleasure in enumerating the "inherent clichés of our national ethics."

8. Collins, Catherine, "Telling the Lower Grades Stories of Tolerance," pp. 258-260, May, 1947.

Description of theme assignment in which students wrote reading material to be used in a tolerance program for children of the lower grades.

*The items starred are especially pertinent to the consideration of American ideals in the teaching of English.

9. Cummings, Charles K., Jr., "First Step for the Teacher," pp. 333-336, June, 1946.

Discussion of the teacher's task in promoting better intercultural relations.

10. Daly, Charles A., "National Unity Through American Literature," pp. 438-440, October, 1943.

A plea that English teachers make sure that literature studied by classes represents the Negro honestly and that teachers teach so that pupils have greater understanding of the phrase, "one nation, indivisible, with liberty and justice for all."

11. Davidson, Lavetta J., "Teachers of English—Postwar Models," pp. 199-204, April, 1945.

Includes reference to education's renewed emphasis upon American ideals and traditions and the consequent inclusion of modern literature in book lists and the turn to regional and folk literature in the classroom.

12. Eaton, Harold E., "A Unit on Prejudice," pp. 97-98, February, 1947.

Outline of the characteristics of, kinds of, causes of, and cure for prejudice.

13. Edman, Marion, "Intercultural Education at Home," pp. 164-65, March, 1945.

Suggestions for combating prejudice in order to make democracy real for all people in the United States.

14. Edman, Marion, "We'd Better Mind the P's and Cues," pp. 349-353, June, 1946.

Discussion of some of the pitfalls teachers must face in dealing with group and individual prejudice.

15. Farrell, James T., "Social Themes in American Realism," pp. 309-315, June, 1946.

Problems of American civilization as reflected in American realistic novels since 1890.

16. Freedman, Irving R., "Speaking of Choral Speaking," pp. 95-96, February, 1947.

Includes description of use of choral speaking as a means of promoting goodwill and brotherhood in America.

17. Glicksberg, Charles, "Practical Logic in the Classroom," pp. 14-21, January, 1946.

Includes brief descriptions of class's attempt to understand American ideals, especially the ideal of equality.

18. Glicksberg, Charles, "Semantics in the Classroom," pp. 408-14, October, 1944.

Includes description of a class's semantical analysis of several American ideals (democracy, equal rights, freedom of speech).

19. Goldberg, Murray A., "Design for Reading: Six Bibliographies for Intercultural Understanding," pp. 493-496, November, 1945.

Reading lists on the Negro, the Jew, the Chinese, the Russian, and the Latin American and brief suggestions for their use.

20. Hallett, Mamie Lee, "An Adventure in Tolerance," pp. 101-103, February, 1946.

Description of a coordinated unit on tolerance in American history and American literature classes.

21. Hanlon, Helen J., and Dimond, Stanley, "What the Schools Can Do in Intercultural Education," pp. 32-38, January, 1945.

Statement of need for intercultural education in American high schools if democratic ideals are to be promoted. Suggestions for possible educational projects (centered mainly around Negro problem). Discussion of questions to be answered concerning intercultural relations (also centered mainly around Negro problem).

22. Heaton, Margaret M., "Stereotypes and Real People," pp. 327-332, June, 1946.

Discussion of the need for students and teachers to analyze and understand the falsity of stereotypes in order to break down artificial group barriers and suggestions for accomplishing this through reading experiences.

23. Henry, George, "Our Best English Unit," pp. 356-362, September, 1947.

Description of a unit in which a panel discussion project turned into a study of the Negro problem in Maryland.

24. Herzberg, Max, "Conflict and Progress," pp. 1-5, January, 1944.

Points out changes to take place in the English program. One of these changes is a new emphasis upon American literature and its expression of American ideals.

25. *Kallen, Horace M., "Of the American Spirit," pp. 289-294, June, 1946.

Statement of the American ideal as the acknowledgment of and respect for diversity.

26. Kaplan, Marion W., "Radio Technique in High-School Dramatics," pp. 88-93, February, 1945.

Discussion of the use of the radio play in the high school as a means of inculcating democratic ideals. Illustrated with examples of several programs presented in Brown High School of Science, New York City.

27. Kris, Ernst, "Notes on the Psychology of Prejudice," pp. 304-308, June, 1946.

Analysis of the causes of prejudice and brief indication of the educator's role in combating prejudice.

28. LaBrant, Lou, "The Words of My Mouth," pp. 323-327, June, 1946.

Discussion of the need to teach students to understand the language they use in speaking of minority groups.

29. Lombard, Nellie Mae, "American Literature for Life and Living," pp. 383-84, September, 1944.

Description of an approach to American literature from individual and social interests. Includes study of ideas about democracy and their application to modern literature.

30. Locke, Alan, "The Negro Minority in American Literature," pp. 315-320, June, 1946.

Discussion of the American Negro's expression through literature.

31. Lycan, Evan Hanks, "A Partnership English Project," p. 275, May, 1945.

Description of the writing of a group poem, "My America," at the end of a unit on "Our American Heritage." Poem is reprinted, lists some ideals.

32. McAndless, M. Thelma, "Guiding the Citizenship Program through Student Publications," pp. 241-247, May, 1946.

Suggestions for the use of school publications as a means of understanding, publicizing, and putting into practice ideals of American citizenship.

33. *Mendenhall, Halcyon, "An American Heritage Course," pp. 383-385, September, 1945.

Description of an English course in which students read American documents, examining their background and discussing their meaning; learned about American frontiers, reading literary selections concerning the frontiers; and studied the history and evolution of the American flag and patriotic songs.

34. Moore, Eva A., "You Think You Understand Independence," pp. 501-04, November, 1943.

A plea that teachers examine their own thinking concerning basic issues underlying the war (thinking concerning independence is cited as an example).

35. Neprude, Verna, "Literature in Veterans' Education," pp. 310-316, June, 1947.

Includes lists of books suggested for reading in connection with units on "The American Spirit as Reflected in Legend, Song, and Humor," and "This Is Our America."

36. Neville, Mark, "Words Hurt," pp. 134-138, March, 1946.

Statement of the need for schools to help children to understand meanings behind words, including meanings behind words used in statements of American ideals.

37. Noyes, E. Louise, "Literature as a Builder of Intergroup Understanding," pp. 138-142, March, 1948.

Discussion of the use of literature as a means of giving students sympathetic insight into minority problems.

38. Pullman, Helen, "Planning and Publishing the School Paper to Meet Post War Conditions," pp. 194-198, April, 1946.

Includes brief discussion of the use of the school paper as a means to building democratic spirit.

39. Rider, Virginia, "Modern Drama Educates for Tolerance," pp. 16-22, January, 1947.

Description of a unit in which through reading modern drama students worked toward greater understanding of class discrimination and economic inequalities.

40. Reich, Morris, "And No One Asked: A Choral," pp. 450-453, October, 1945.

A choral poem for chorus and reader expressing the diversity of culture, race, color, and religion which has gone into the building of America.

41. *Roberts, Holland, "Lesson Plan in Reading: The Preamble to the Constitution," pp. 6-7, January, 1944.

Suggestions for a unit centered around the Preamble to the Constitution in which pupils can be led to understand what it means to be a free American, to see and feel the binding relationship between progressive, cooperative democracy, America's welfare, and all Americans hold dear, and can be stirred to take part in a program of action to strengthen the power of people to govern their own lives.

42. *Rutan, Edward J., "Meaning in Literature Study," pp. 505-07, November, 1944.

Includes suggestion for a lesson in which parallel passages from the Declaration of Independence and *Mein Kampf* are compared.

43. *Schmidt, Mildred C., "Who Are We Americans," pp. 364-369, September, 1943.

Description of a unit in which students studied the variety of nationalities making up America, their background, their contributions; the values in average American men's lives; American ideals and the men who have helped to promote them; present American problems to be solved and lives of Americans who have been solving America's problems.

44. Sheridan, Marion, "America Speaking," p. 337, June, 1944.

Review of the book *America Speaking*, which the reviewer says "should make unmistakable what truths we hold to be self-evident, what we mean by the pursuit of happiness, and how we meet the challenge."

45. Shoemaker, Francis, "Communication through Symbols in Literature," pp. 235-240, May, 1948.

Includes suggestion for regional approach to American literature through which students understand plural values with which America functions.

46. Slatkin, Charles E., "Communism Stalks the Classroom," pp. 538-47, December, 1944.

Statement of the need to give students tools with which to question and to understand social and political (including American) issues, ideals, assumptions, etc.

47. Sloan, Jean, "An English Class Meets a Challenge," pp. 504-505, November, 1944.

Description of a unit on "Problems We Must Face." Among the problems considered are the obligations citizens of a democracy must undertake.

48. *Slomensky, David Tuviah, "America, America, God Shed His Grace—," pp. 419-423, October, 1947.

Description of a unit among the objectives of which were understanding of America, its people, history, and development; of freedom and democracy; and of tolerance, liberty, and the implications of these concepts.

49. Smiley, Marjorie B., "Intercultural Education in English Classrooms, An Informal Survey," pp. 337-349, June, 1946.

Report on contributions English classrooms over the country are making to better intercultural relations.

50. Smith, Dora V., "Basic Considerations in Curriculum-Making in the Language Arts," pp. 115-126.

Includes statement of the need for young people to understand the ideas and ideals of our American heritage.

51. Stevens, Elizabeth Cole, "Active Democracy," pp. 39-41, January, 1947.

Description of a ninth grade English class's experience in democratic discussion and expression of opinions (through letters) to public servants.

52. *Sullivan, George W., Jr., "Indoctrinating for the Democratic Way of Life," pp. 121-125, March, 1947.

Plea for indoctrinating students with principles of democracy. Suggestion for procedures by which students can come to understand democracy and can put its techniques to practice in the classroom.

53. Walton, Elizabeth Cheatham, "Americans All," pp. 590-92, November, 1947.

Description of a unit in fiction in which an eighth grade class learned about different minority groups.

54. *Watts, Marjorie, "Intercultural English: An Experiment," pp. 81-87, February, 1945.

Description of the successful teaching of a unit in which understanding of intercultural problems and contributions was sought. Introduction consisting of American folk songs and other folklore led to consideration of race and minority problems in the United States.

55. *Weeks, Ruth Mary, "Teaching Tolerance through Literature," pp. 425-432, October, 1946.

Suggestions of means through the teaching of literature and reading by which students might be led to face "the fact that intolerance exists, to appreciate the value of our national variety, and to believe that morality and democracy are thrilling, achievable goals."

56. Weilemeyer, Charles A., "The Schools and Reaction," pp. 478-483, November, 1943.

Includes statement of the need for American schools to foster and develop a love of America, a respect for its traditions, an awareness of its problems, and a will to work for the common good and common goals.

57. Zachar, Irvin J., "Good Will Assemblies," pp. 38-39, January, 1947.

Brief descriptions of assemblies promoting religious and race understanding and tolerance.

58. Zachar, Irvin J., "Planning the Assembly Program," pp. 502-503, November, 1946.

Includes a brief description of a Thanksgiving program bringing out thankfulness for the American heritage of personal and religious freedom and equality of opportunity and dedicating efforts to the achievement of a just and lasting peace and realization of American ideals.

Minutes of the Meeting of the Executive Board of the Illinois Association of Teachers of English

April 12, 1948

THE Executive Board of the Illinois Association of Teachers of English met at ten o'clock on Saturday morning, April 12, 1948, in the Penthouse of Hotel Chicagoan, Chicago, Illinois.

The meeting was called to order by the President, Miss Mary Carlson. The minutes of the October meeting were read by the secretary and approved.

Mrs. Zada Templeton brought up the question of the necessity of increasing our dues, pointing out the increase in our expenses all along the line. Dr. Roberts brought up the matter of the increased cost of publishing the *Bulletin*. Although the *Bulletin* is subsidized by the University of Illinois to the extent of \$600.00, this does not cover the increase in expense. Since the University Press is so crowded with work, it cannot continue the printing of the *Bulletin*. It is at present being printed by the Twin City Publishing Company, Champaign. In Dr. Roberts' opinion, an increase in dues is inevitable.

After some discussion of this matter, the group approved a spring drive for new members, advising that dues will probably be raised in the fall. Dr. Roberts also proposed sending out a letter, membership blanks, sample copies of the *Bulletin*, and an offer of bonus copies to new members. This proposal was approved.

Miss Lois Dilley, Chairman of the Committee on Revision of the Constitution, presented the Constitution as revised by the committee. With a few minor changes the Constitution was accepted as read.

Miss Heller stated that in her opinion it would be a good matter of policy for the I. A. T. E. to have representatives present at the various meetings of the I. E. A. Miss McHarry suggested that there should be meetings of class room teachers supported by state funds as well as meetings of principals and other administrators. The High School Visitors' office will probably eventually cease to exist. We should therefore contact the State Office and let it be known that we desire to be a functioning organization. Mrs. Templeton made a motion that Miss McHarry, Miss Heller, Miss Carlson, and Dr. Roberts serve as a committee to contact the State Superintendent, Mr. Nickell, to see what can be done about having

the Teachers of English organized at other educational meetings of the State. The motion was carried.

Miss McHarry gave a detailed report on the Curriculum Study that is being carried on by her Committee.

Mr. Wood gave a report on plans for the National Council Meeting, which will be held this year in Chicago. Headquarters will be at the Stevens Hotel. A thousand rooms have been reserved, also all meeting room facilities, and the Convention Hall. There will be a banquet this year, and an authors' luncheon.

Mrs. Templeton introduced Dr. Ellen Frogner of Chicago Teachers' College, who has charge of the N. C. T. E. Conference registration and Miss Alice Baum, President of the English Club of Greater Chicago, who will act as Chairman of Hospitality for the N. C. T. E. convention.

The meeting was turned over to Miss Heller, program chairman, who introduced the speaker, Mrs. Helen Rand Miller. She gave a most interesting and informative talk drawn from her experience as an exchange teacher in England.

The meeting then adjourned for luncheon in the dining room of the hotel.

CORA MAXFIELD, *Secretary*

Minutes of the Annual Meeting of the Illinois Association of Teachers of English

October 30, 1948

THE Executive Board of the Illinois Association of Teachers of English met in Room 113, Gregory Hall, at nine o'clock on Saturday morning, October 30, 1948.

Because of the illness of Miss Mary Carlson, President, and also of Miss Mary Heller, Vice-President, the meeting was conducted by Miss Mina Terry, Program Chairman.

The minutes of the meeting of the Executive Council, of April 12, 1948, were read and approved. The treasurer's report was read and accepted.

Dr. Roberts explained the reasons why an increase in dues is inevitable. The University Press is unable to handle the work of printing. Printing is now being done by the Twin City Printing Company. At the present time the secretarial staff of the English Department of the University is carrying much of the burden of responsibility for publication. In Dr. Roberts' opinion, our state association should assume more of the responsibility of publication. Furthermore, increased costs all along the line, the need for money to carry on research problems now underway, and an extended program of service to the teachers of the state make an increase of dues inevitable.

Mrs. Templeton made a motion that the dues be increased to two dollars. The motion was seconded and passed.

The following were named as delegates to the National Council, which meets in Chicago, November 25-27:

Miss Mary Heller, LaSalle-Peru

Miss Mina Terry, Petersburg

Miss Mary Miller, Danville

The nominating committee presented the following slate of officers for the year 1948-1949:

President—Miss Mary Heller, LaSalle-Peru

Vice-President—Miss Mina Terry, Petersburg

Secretary—Miss Cora Maxfield, Peoria

Treasurer—Mrs. Zada Templeton, Oak Park

Program Committee:

Chairman—Miss Addie Hochstrasser, Paris

Members—Miss Patricia Weedman, Farmer City

Mr. George Cox, Franklin Park

Library English Chairman—Miss Mary Carlson, Rockford

Editor of *Bulletin*—Dr. C. W. Roberts, Urbana

Editorial Assistant—Miss Margaret Newman, Elgin

Public Relations Chairman—Miss Mary Miller, Danville

Curriculum Chairman—Miss Liesette McHarry, Urbana

Chairman of Committee of Committees—Miss Hazel Anderson,
Galesburg

A motion was made, seconded, and passed that this slate of officers be accepted.

Miss McHarry made a motion that the secretary record in the minutes of our meeting the appreciation of the organization for the assistance of Mrs. Peer, Secretary in the English Office, and her staff, and that the secretary write a note of thanks to Mrs. Peer. The motion was seconded and passed.

Mrs. Templeton told us that the Illinois Association is planning to have a booth at the meeting of the National Association, where we will have a display of bulletins, etc. This will also serve as a meeting place for members, and, if possible, comfortable chairs will be provided where one can rest a bit.

The Executive Council adjourned to the theater in Gregory Hall for the general meeting, with Miss Mina Terry in charge. Because of the illness and consequent absence of the president, the president's address was dispensed with.

The secretary read the minutes of the meeting of the Executive Council, which were accepted.

Dr. Roberts and Mrs. Templeton explained the necessity for an increase in dues. The organization voted to accept the action of the Executive Council on that matter, thus increasing dues from one dollar to two dollars per year.

Miss Ruth Stroud, of University High School at Normal, made a motion that the person who represents the Illinois Association of Teachers of English on the Steering Committee of the state curriculum group from the Principal's Association get in touch with her constituents so that she will be fully able to vote the mandate of the teachers of English of the state. The motion was seconded by Miss Margaret Newman of Elgin. The motion was passed.

After matters of business had been taken care of, Dr. J. Lloyd Trump of the University gave a talk on "The Who in the English Curriculum." The talk was illustrated with facts and figures presented by means of slides, the results of a survey that is now being made. Following this talk, Dr. John DeBoer, of the University of Illinois, gave a talk on "American Literature in Common Learning."

After announcements by the acting president, the meeting adjourned to the Lincoln Room of the Urbana-Lincoln Hotel for a luncheon meeting. At this meeting entertainment was provided by students of the Urbana High School, who gave several musical selections. Mr. Kenneth Burns, of the University of Illinois, read the essay, "How to Tell a Major Poet from a Minor Poet," and Robert Frost's poem "Wild Grapes." Dr. William Wood of Evanston talked about the National Convention, urging attendance at that meeting. Miss Alice Baum, President of the English Club of Greater Chicago and Chairman of Hospitality for the Convention also talked about the Convention.

The meeting then adjourned.

CORA MAXFIELD, *Secretary*

ILLINOIS ENGLISH NEWS

Speaker at the November third meeting of the Peoria Division of the Illinois Association of Teachers of English (Mason, Peoria, Tazwell, and Woodford counties) was W. C. Schubring, new head of the English Department at Peoria Central High School. Mr. Schubring comes to Peoria from Geneva City, Wisconsin. He has his M.A. from Columbia Teachers College.

Miss Nina Gresham, English teacher of Champaign High School for over thirty years, retired from active teaching last June.

Miss Enid M. Burns of the Elgin High School English Department visited Guatemala, San Salvador, Honduras, and Costa Rica last summer; and the four-motor plane in which she traveled also stopped at Merida, Yucatan, and Managua, the capital of Nicaragua. Four Central American countries, sensitive to American politics, were holding elections this year and did not permit entry by tourist card. Miss Burns liked San Salvador especially, and found the American embassy there friendly and helpful. Through the help of the secretary there she was able to visit two countries closed to tourist travel.

Have you a news item from your school of interest to *Bulletin* readers? Send it to Miss Margaret E. Newman, Elgin High School, Elgin, Illinois, before you forget it! We all want to keep up with what English teachers are doing.

ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH

Officers, 1948-1949

President: Miss Mary Heller, LaSalle-Peru Township High School, LaSalle

Vice-President: Miss Mina Terry, Petersburg High School, Petersburg

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DuPage: Mr. R. M. Leader, York Community High School, Elmhurst

Southern: Miss Alice Grant, Frankfort High School, West Frankfort

Eastern: Miss Addie Hochstrasser, Paris High School, Paris

Southwestern: Mr. Herbert Davis, Salem High School, Salem

South Central: Miss Mina M. Terry, Petersburg High School, Petersburg

Central: Miss Marcella Whetsler, Lincoln Community High School, Lincoln

Mississippi Valley: Mrs. Harold Wells, Rushville Community High School, Rushville

Southeastern: Miss Hila Stone, Robinson High School, Robinson

East Central: Miss Eleanor Anderson, Danville High School, Danville

Western: Miss Isabel Hoover, Western Academy, Macomb

Illinois Valley: Mrs. Ethel Bugbee, LaSalle-Peru Township High School, LaSalle

Lake Shore: Miss Evadine Keating, Thornton Township High School, Harvey

Northeastern: Miss Gladys Turner, East Aurora High School, Aurora

Chicago: Miss Alice C. Baum, Austin High School, Chicago

Chicago Parochial: Sister Mary Evelyn, Mercy High School, Chicago